MCHENRY COUNTY COLLEGE
2024 EQUITY PLAN

McHenry
County College

McHenry County College 2024 Equity Plan

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II: INTRODUCTION

At McHenry County College, we are persistent in our commitment to cultivate a campus community where diversity, equity, belonging, and inclusion (DEBI) are not merely aspirational concepts but foundational principles that supports the College's mission and vision.

This Equity Plan provides a thorough analysis of IPEDS and institutional data to identify equity gaps that may hinder the success and well-being of our students. Through a thorough analysis and synthesis of the data, student success narratives emerged that represented an intersection of the diverse dimensions highlighted in the Equity Plan guideline. The team then formulated targeted strategies to address the notable gaps reflected in the student success narratives.

This plan, therefore, signifies a collaborative effort to enhance programs and services for key student groups, ensuring their college experience is both inclusive and equitable. Furthermore, it reflects the College's ongoing dedication to fostering a campus environment that promotes academic excellence and a sense of belonging for all members of our campus and broader community.

A.   Institutional Vision of Diversity, Equity, Inclusion, and Accessibility

McHenry County College Mission

Our focus is learning. Student success is our goal.

McHenry County College Vision

McHenry County College (MCC) champions learning as essential to our community's well-being. We transform all students we serve by inspiring and equipping them to successfully live and work in the world. This vision exemplifies our values and desire to create an inclusive learning environment.

MCC Values

- **INSPIRATION**
- **CONNECTEDNESS**
- **DIVERSITY**
- **THOUGHTFULNESS**

- **COMMUNITY-FOCUSED**
- **EXCELLENCE**
- **PASSION**
- **STEWARDSHIP**

McHenry County College

These values are essential to student success at MCC. This success is driven by our students engaging in educational activities to achieve a degree, a certificate, or skills that enhance their lives. We can accomplish such success by creating a student-centered community where students are provided with robust support services and an inclusive learning environment. Additionally, we aim to attract and retain diverse and dynamic faculty, staff, and administrators committed to excellence in our ever-changing context.

Definitions and Diversity, Equity, Inclusion, and Accessibility (DEIA) Statement

McHenry County College is committed to providing our diverse student body with an inclusive learning environment where they feel welcome, valued, and supported. We strive to ensure that our students with disabilities are provided with reasonable accommodations, resources, and assistance to have equitable access to the college, its facilities, and technology to be successful both on campus and within the broader community.

The DEIA statement is grounded in our institutional definitions of Diversity, Equity, Belonging, and Inclusion (DEBI) and in our DEBI syllabus statement that faculty members may include in their syllabus. The definitions and syllabus statement are below.

MCC's Diversity, Equity, Belonging, and Inclusion (DEBI) Definitions

DIVERSITY – Embodying all our varied identities, including race, ethnicity, sexual orientation, gender and gender expression, age, religion, national origin, disability, body size, socioeconomic status, language, culture, perspective, and communication styles, collectively and as individuals.

EQUITY – Enhancing opportunities and accessibility to educational resources and information and promoting fair treatment for all.

BELONGING – Creating a sense of feeling welcomed, validated, and accepted in all spaces and aspects of one's human experience.

INCLUSION – Valuing all individuals and fostering a culture of respect and dignity that honors the individual's voice and their contributions to the College.

Diversity, Equity, Belonging, and Inclusion Syllabus Statement

It is my intent to co-create a welcoming and inclusive learning environment that focuses on equity in resources, information, accessibility, and opportunities. The diverse experiences and backgrounds of each student and the instructor add value to the course and are benefits that enhance and expand learning for everyone.

B. Institutional Vision for Equity

McHenry County College defines equity as "enhancing opportunities and accessibility to educational resources and information and promoting fair treatment for all." This definition requires all campus partners to identify equity gaps, barriers, and obstacles that prohibit student access, persistence, and success.

III. DATA ANALYSIS

Equity gaps generally pertain to disparities in academic achievement and access to opportunities and resources among different demographic groups, such as race, ethnicity, socioeconomic status, gender, and first-generation college status. These gaps underscore systemic inequalities that impede certain groups from accessing and thriving in higher education at the same level as their peers.

Section A highlights the IPEDS and institutional data that underscores the trends presented in Section B. The notable gaps and context are presented in section C and will be examined and explored further in this plan and the following academic year.

In addition to the equity gaps among our student population, the plan also highlights some equity bridges, including programs, services, and support designed to eliminate or at least mitigate the persistence of these gaps for our students. The equity bridges are reflected in Section D.
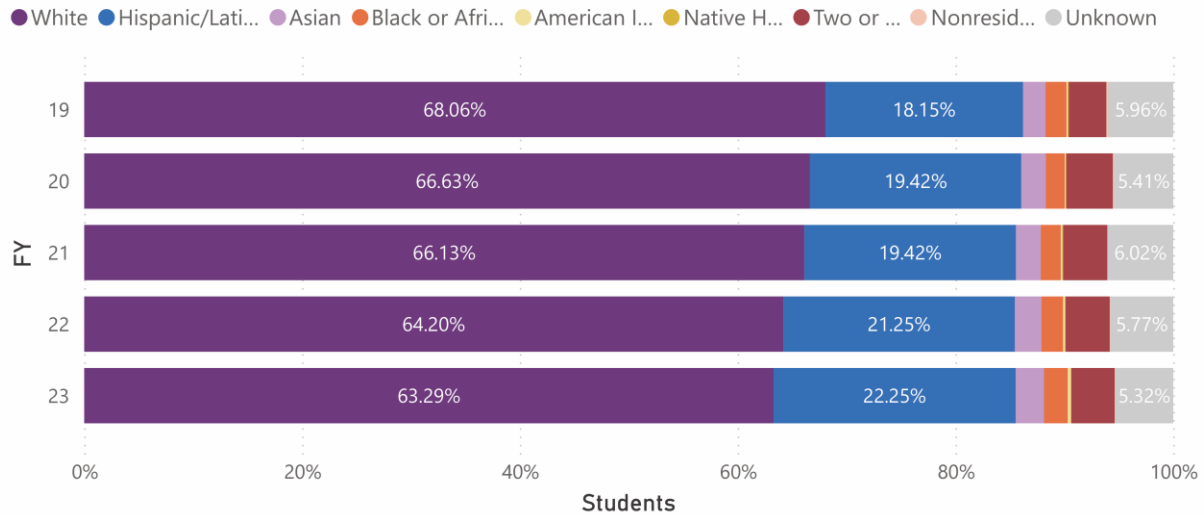
A. Data Trends

MCC's Equity Team reviewed the data provided by ICCB on student enrollment and other success outcomes to identify gaps and better understand data trends over the past five years. Data trends across those categories are presented in the next few pages. When synthesized, the data revealed seven notable gaps and two overall student success narratives, which will be the focus of this plan. Those gaps and narratives are presented in section III.C.

Enrollment

MCC's analysis of student enrollment shows that the College's core credit student population has become more racial/ethnically diverse over the past five years, driven largely by increases in the Hispanic/Latine student population. MCC compared its student racial/ethnic composition with that of its employees and with the broader county population and found that the percentage of Hispanic/Latine students has been growing across the board though a larger proportion of MCC core credit students (22%) are Hispanic/Latine compared to the county population (16%) and MCC employees (9%). MCC's Black/African American student population mirrors the county and employee populations (2%).
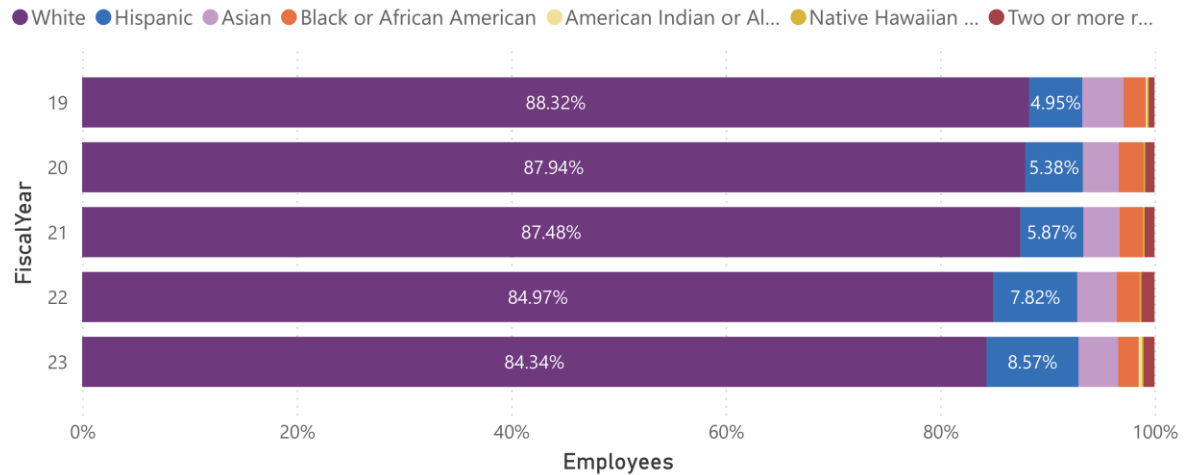
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Figure 1. MCC's Core Credit Student Population Trend by Race/Ethnicity

Student Enrollment by Race/Ethnicity

● White ● Hispanic/Lati... ● Asian ● Black or Afri... ● American I... ● Native H... ● Two or ... ● Nonresid... ● Unknown

FY	White	Hispanic/Lati...	Unknown
19	68.06%	18.15%	5.96%
20	66.63%	19.42%	5.41%
21	66.13%	19.42%	6.02%
22	64.20%	21.25%	5.77%
23	63.29%	22.25%	5.32%

Students: 0% 20% 40% 60% 80% 100%

Figure 2. MCC's Employee Population Trend by Race/Ethnicity

Overall Employee Population by Race/Ethnicity

● White ● Hispanic ● Asian ● Black or African American ● American Indian or Al... ● Native Hawaiian ... ● Two or more r...

FiscalYear	White	Hispanic
19	88.32%	4.95%
20	87.94%	5.38%
21	87.48%	5.87%
22	84.97%	7.82%
23	84.34%	8.57%

Employees: 0% 20% 40% 60% 80% 100%

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In addition to an emphasis on Latine and Black students, the Equity Plan & Practices Framework identifies the following target populations for the College to consider when assessing equity gaps:

Low Income
- Students who receive Pell grants

Adult
- Students aged 25 and older

Rural
- Students whose zip code of their primary residence is in a non-metropolitan county, a census tract with a Rural-Urban Community Area (RUCA) code of 4-10, or a census tract with at least 400 sq. mi. with population density of 35 or less per sq. mile with RUCA code of 2 or 3.
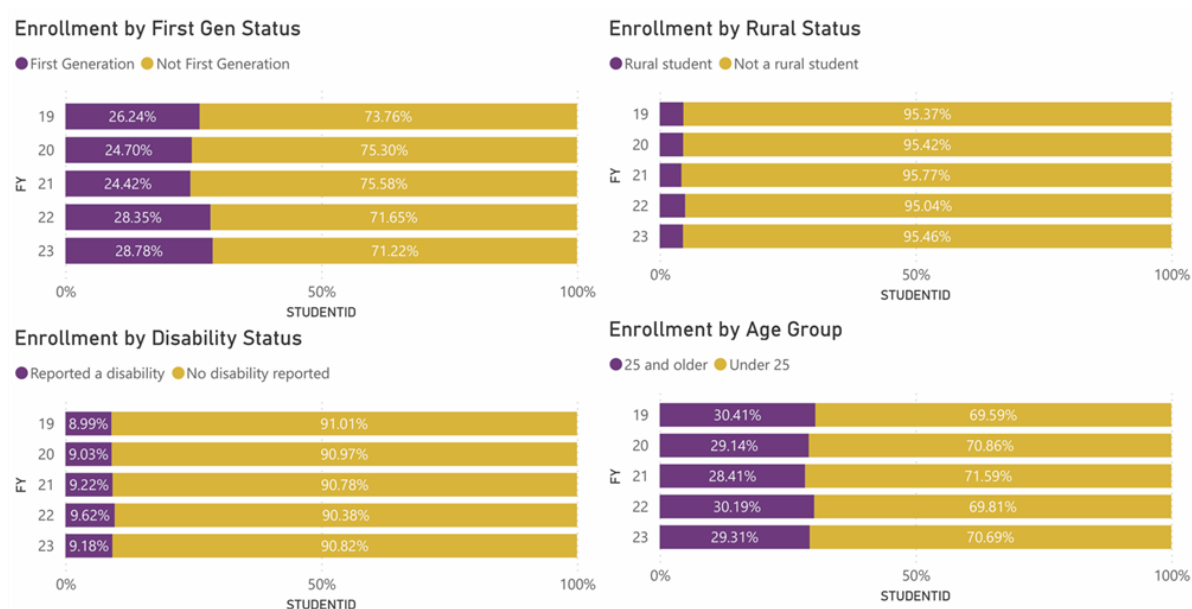
Students with Disabilities
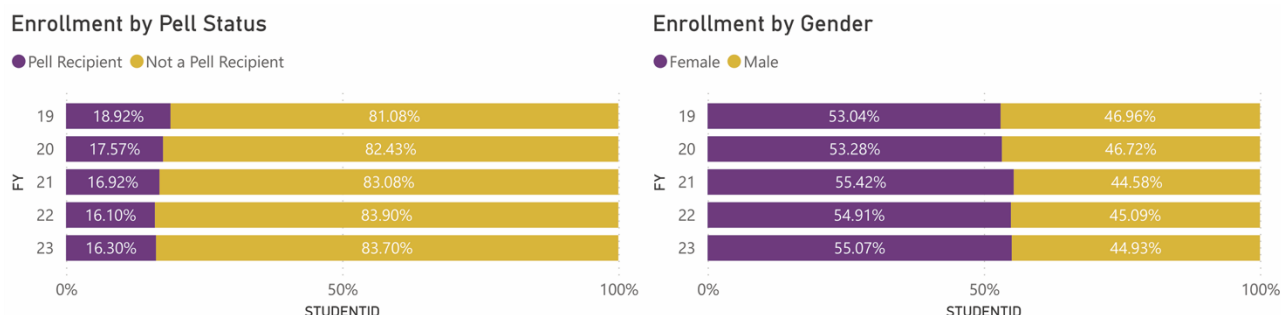- Students who reported a physical or mental impairment to the College.

Other Underrepresented Groups
- First Generation Students: students who are the first generation in their family to attend college
- Female students

An analysis of MCC's core credit student population by the target underrepresented groups specified in the Equity Plan & Practices Framework shows that proportions of first-generation students have increased in the past few years while other subgroup populations have declined or remained steady over the past five years with some slight year-to-year fluctuations as presented in Figure 3.

Figure 3. MCC's Core Credit Student Population Trends by Underrepresented Groups

Enrollment by First Gen Status

	First Generation	Not First Generation
19	26.24%	73.76%
20	24.70%	75.30%
21	24.42%	75.58%
22	28.35%	71.65%
23	28.78%	71.22%

Enrollment by Rural Status

	Rural student	Not a rural student
19		95.37%
20		95.42%
21		95.77%
22		95.04%
23		95.46%

Enrollment by Disability Status

	Reported a disability	No disability reported
19	8.99%	91.01%
20	9.03%	90.97%
21	9.22%	90.78%
22	9.62%	90.38%
23	9.18%	90.82%

Enrollment by Age Group

	25 and older	Under 25
19	30.41%	69.59%
20	29.14%	70.86%
21	28.41%	71.59%
22	30.19%	69.81%
23	29.31%	70.69%

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Enrollment by Pell Status

● Pell Recipient ● Not a Pell Recipient

FY		
19	18.92%	81.08%
20	17.57%	82.43%
21	16.92%	83.08%
22	16.10%	83.90%
23	16.30%	83.70%

0%   50%   100%
STUDENTID

Enrollment by Gender

● Female ● Male

FY		
19	53.04%	46.96%
20	53.28%	46.72%
21	55.42%	44.58%
22	54.91%	45.09%
23	55.07%	44.93%

0%   50%   100%
STUDENTID

To better understand the intersectionality between target underrepresented groups, MCC examined the proportion of each group disaggregated by key racial/ethnic groups. Through this examination, the College determined there is a substantial degree of overlap between race/ethnicity and the other underrepresented groups. Students of color (both Black/African American and Hispanic/Latine) are more likely to also be first generation students, students with disabilities, low-income students, rural students, and adult students compared to White students as presented in the table below. More about the intersectionality of students will be provided as a part of the student success narratives.

Figure 4. Intersectionality of Core College Credit Students in FY23

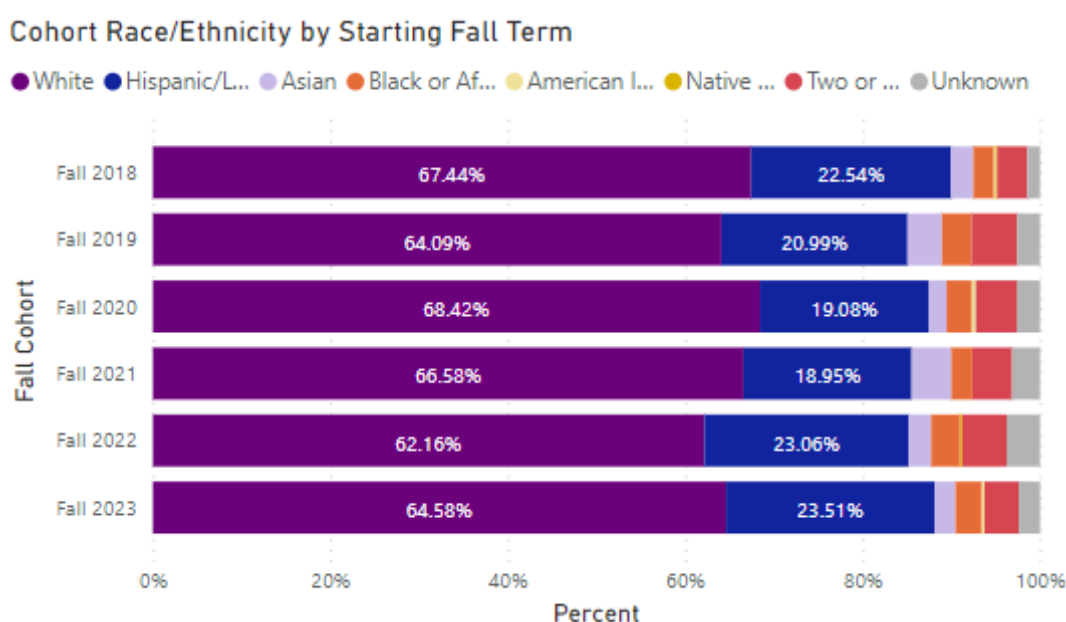| Racial/Ethnic Group	Percent First Gen	Percent Students with Disabilities	Percent Low Income (Pell Recipients)	Percent Rural	Percent Adult (25+)	Percent Female
Black/African American (N=161)	35%	13%	28%	1%	42%	53%
Hispanic/Latine (N=1645)	50%	6%	25%	12%	24%	59%
White (N=4679)	24%	10%	13%	2%	28%	54%

An understanding of the intersectionality between these groups is important for the College's awareness of students' needs and for determining where to focus its efforts to improve student success. While MCC reviewed enrollment and outcomes data for each student group specified in the Equity Plan and Practices Framework individually, the College decided to focus its attention and efforts on student groups that represent large and growing populations for which it could have the largest impact from its initiatives.

Given the small proportions of rural students and students with reported disabilities and the intersectionality of these groups with other student demographics, the College's outcomes analyses presented herein will focus more closely on the larger student subgroups with particular focus on race/ethnicity given the multi-impact it could have by addressing the needs of Hispanic/Latine and Black/African American students.
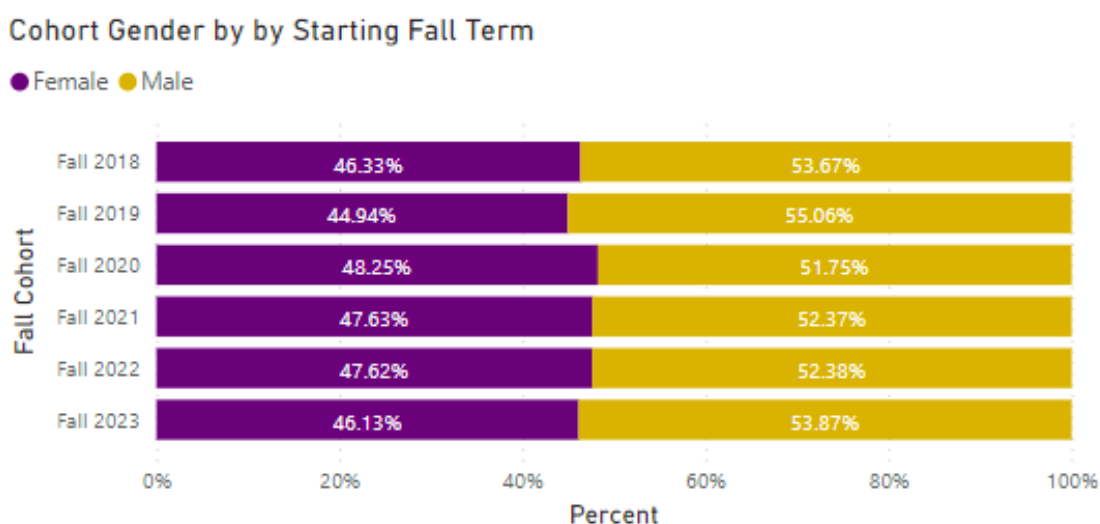
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IPEDS Cohorts

The outcomes data MCC analyzed for this study are based on IPEDS cohorts of full-time, first-time degree/certificate-seeking students. The following figures present the racial/ethnic and gender distributions of students in the Fall cohorts from 2018-2023. The cohorts closely mirror the demographics of MCC's overall core credit student population. Due to the low proportion of Black/African American students in the population (2%) and the smaller number of students in the IPEDS cohorts, there is a very small number of Black/African American students in each cohort (<20), which makes outcomes analysis challenging for this student group.

Figure 5. Race/Ethnicity of MCC's IPEDS Full-Time, First-Time Degree/Cert. Seeking Cohorts

Cohort Race/Ethnicity by Starting Fall Term

● White ● Hispanic/L... ● Asian ● Black or Af... ● American I... ● Native ... ● Two or ... ● Unknown

Figure 6. Gender of MCC's IPEDS Full-Time, First-Time Degree/Cert. Seeking Cohorts


Cohort Gender by by Starting Fall Term

● Female ● Male

Persistence

For this study, persistence is defined as the proportion of first-time, full-time degree/certificate-seeking students making academic progress in their first year as measured by credit hour accumulation (24+ and 30+ credit hours) as reported by ICCB.

MCC's review of its persistence data found gaps for both male and female Hispanic/Latine students. For example, in fall 2022, 23% of female Hispanic/Latine students (N=57) and 36% of male Hispanic/Latine students (N=33) achieved the 24+ credit hour accumulation milestone in their first year. These rates are lower than the 47% of both male (N=134) and female (N=114) White students. Similarly, 5% of female Hispanic/Latine students and 6% of male Hispanic/Latine students achieved the 30+ credit hour accumulation milestone compared to 16% and 21% of their White counterparts, respectively.

In addition to the gaps for Hispanic/Latine students, MCC also noted credit hour accumulation gaps among its first generation and low-income students.

Figure 7. 24+ Credit Hour Accumulation of Full-Time, First-Time Degree/Certificate Seeking Cohorts by Gender and Race/Ethnicity
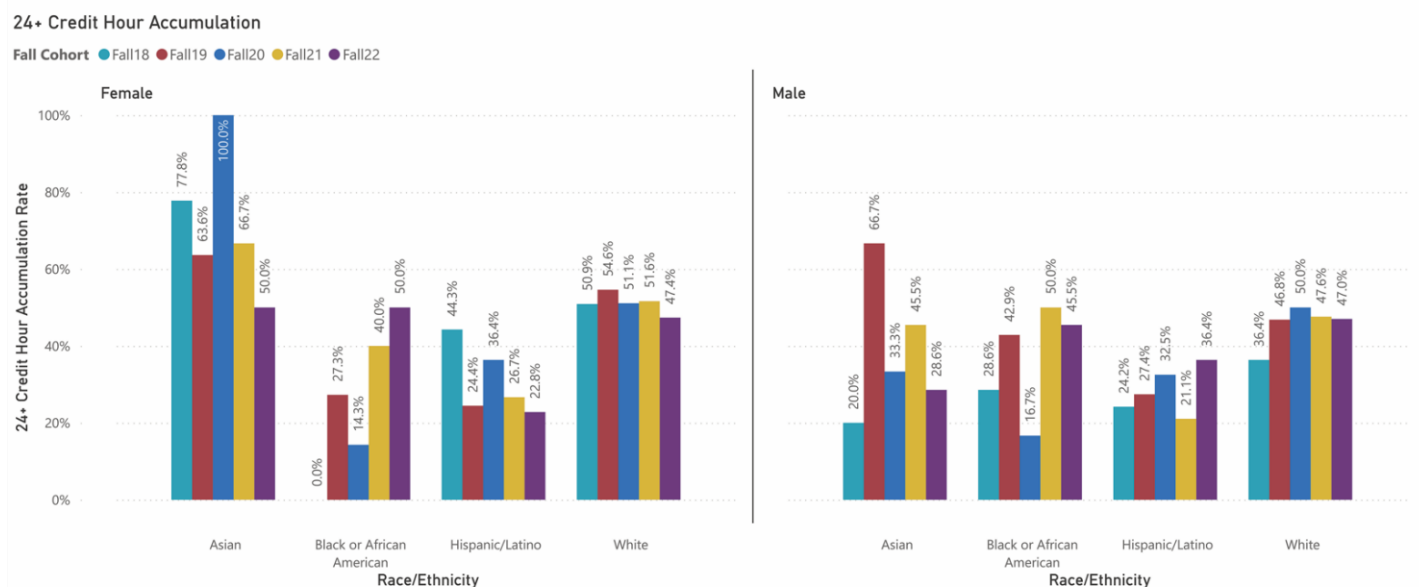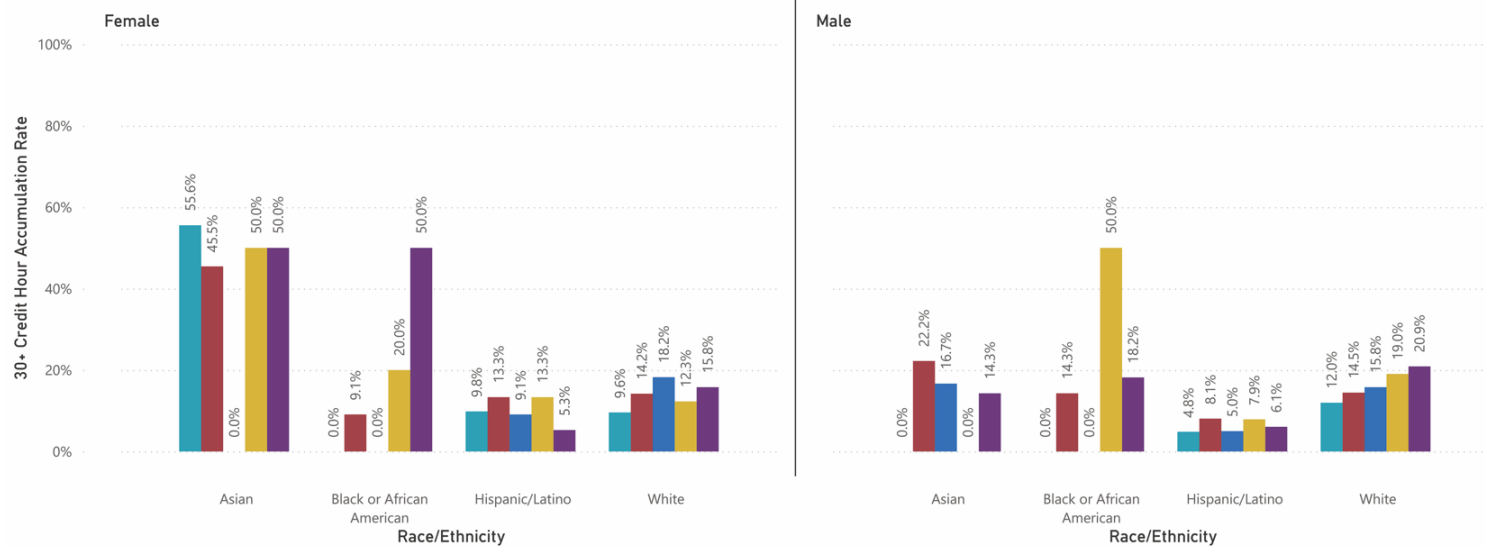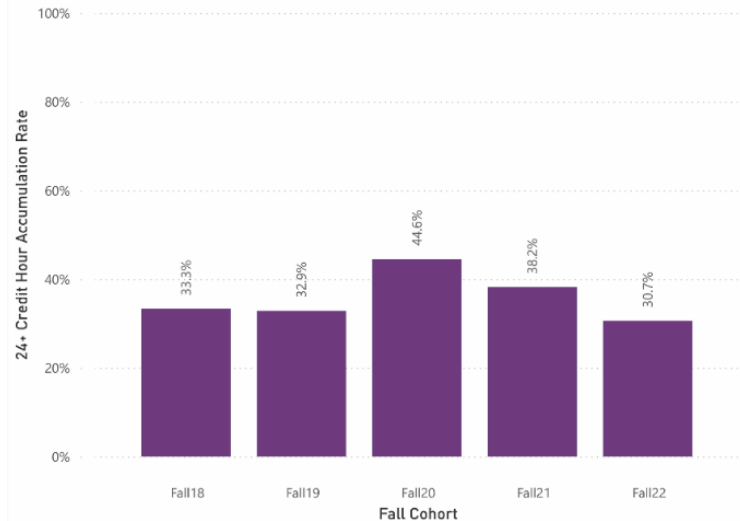

Definition: Number of students completing 24 or more credit hours within their first academic year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

Source: ICCB Centralized Data System

Figure 8. 30+ Credit Hour Accumulation of Full-Time, First-Time Degree/Cert. Seeking Cohorts by Gender and Race/Ethnicity

30+ Credit Hour Accumulation

Definition: Number of students completing 30 or more credit hours within their first academic year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.
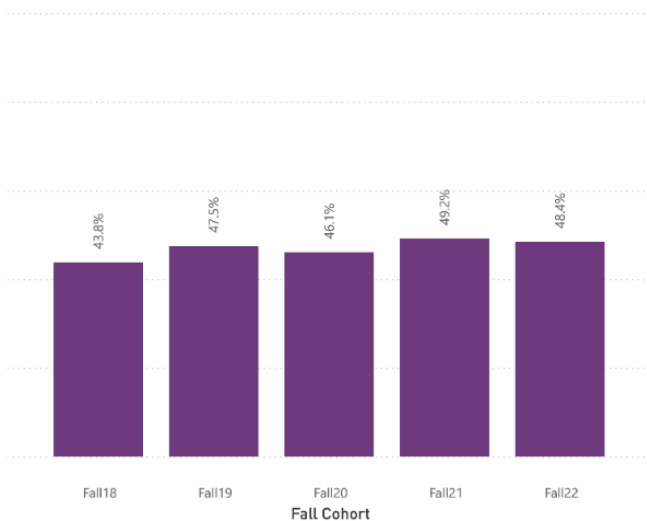
Source: ICCB Centralized Data System

Figure 9. 24+ Credit Hour Accumulation of First-Generation Students by Full-Time, First-Time Degree/Cert. Seeking Cohort
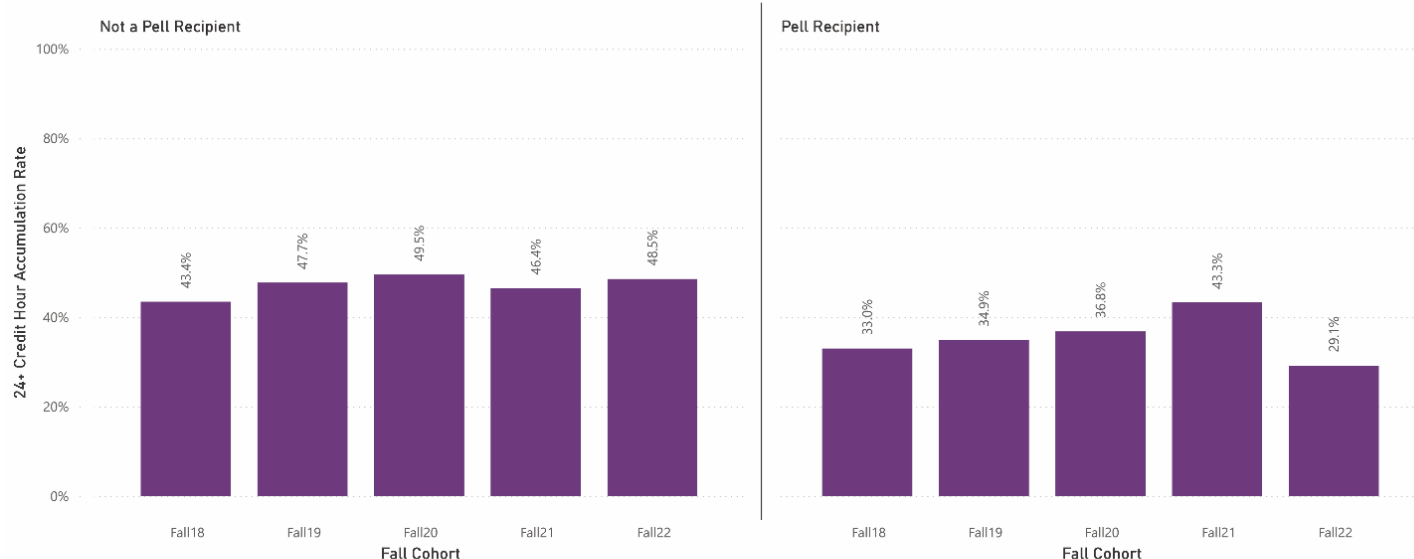

24+ Credit Hour Accumulation

Definition: Number of students completing 24 or more credit hours within their first academic year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

Source: ICCB Centralized Data System

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Figure 10. 24+ Credit Hour Accumulation of Low-Income Students by Full-Time, First-Time Degree/Cert. Seeking Cohort
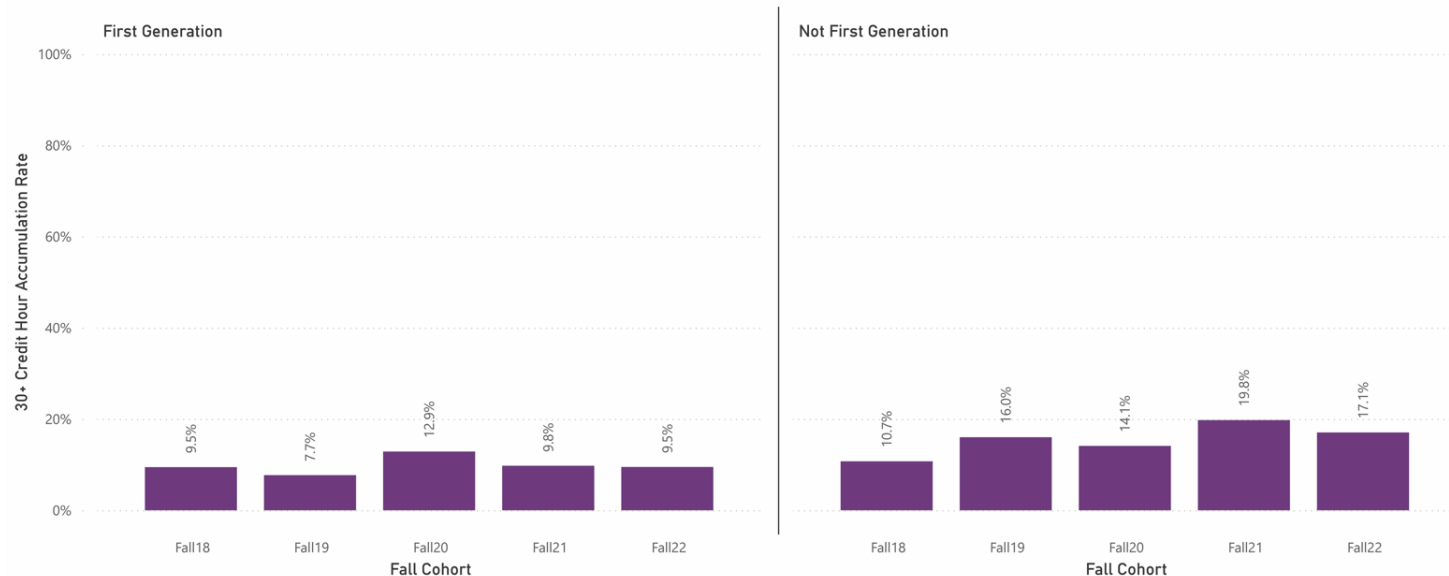
24+ Credit Hour Accumulation

Definition: Number of students completing 24 or more credit hours within their first academic year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

Source: ICCB Centralized Data System

Figure 11. 30+ Credit Hour Accumulation of First-Generation Students by Full-Time, First-Time Degree/Cert. Seeking Cohort
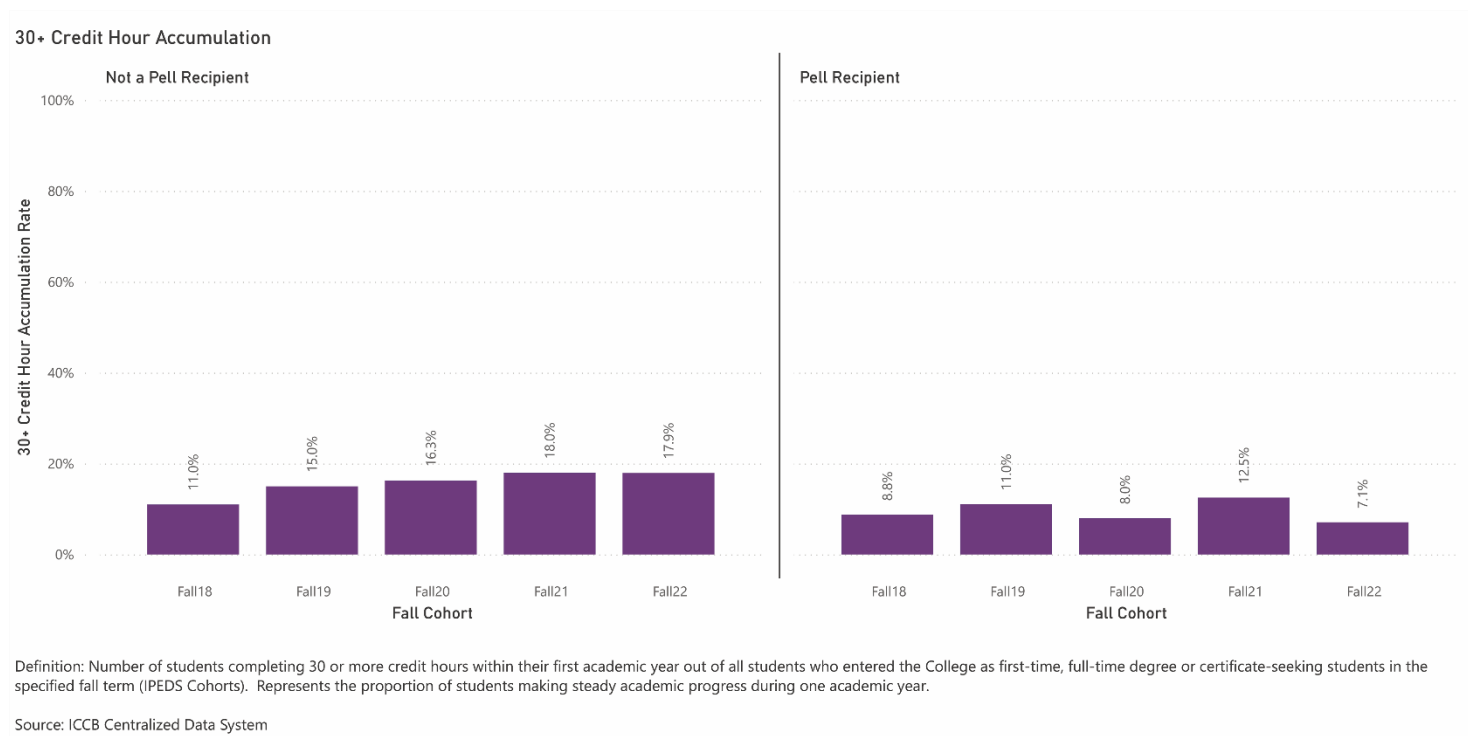
30+ Credit Hour Accumulation

Definition: Number of students completing 30 or more credit hours within their first academic year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

Source: ICCB Centralized Data System

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Figure 12. 30+ Credit Hour Accumulation of Low-Income Students by Full-Time, First-Time Degree/Cert. Seeking Cohorts

30+ Credit Hour Accumulation

Not a Pell Recipient — Fall18: 11.0%, Fall19: 15.0%, Fall20: 16.3%, Fall21: 18.0%, Fall22: 17.9%

Pell Recipient — Fall18: 8.8%, Fall19: 11.0%, Fall20: 8.0%, Fall21: 12.5%, Fall22: 7.1%

Definition: Number of students completing 30 or more credit hours within their first academic year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

Source: ICCB Centralized Data System

Retention

For this study, retention is defined as the rate at which first-time, full-time degree/certificate-seeking students graduate and/or return to the College from their first fall term to the subsequent fall term (also referred to as fall-to-fall persistence rates).

MCC's review of its retention data found a gap for female Hispanic/Latine students. For example, in fall 2022, 58% of female Hispanic/Latine students (N=57) were retained compared to 70% of Hispanic/Latine males (N=33) and 71% of both male (N=134) and female (N=114) white students.

In addition to the gap for female Hispanic/Latine students, MCC also noted retention gaps and/or declining success trends among its first generation and low-income students.
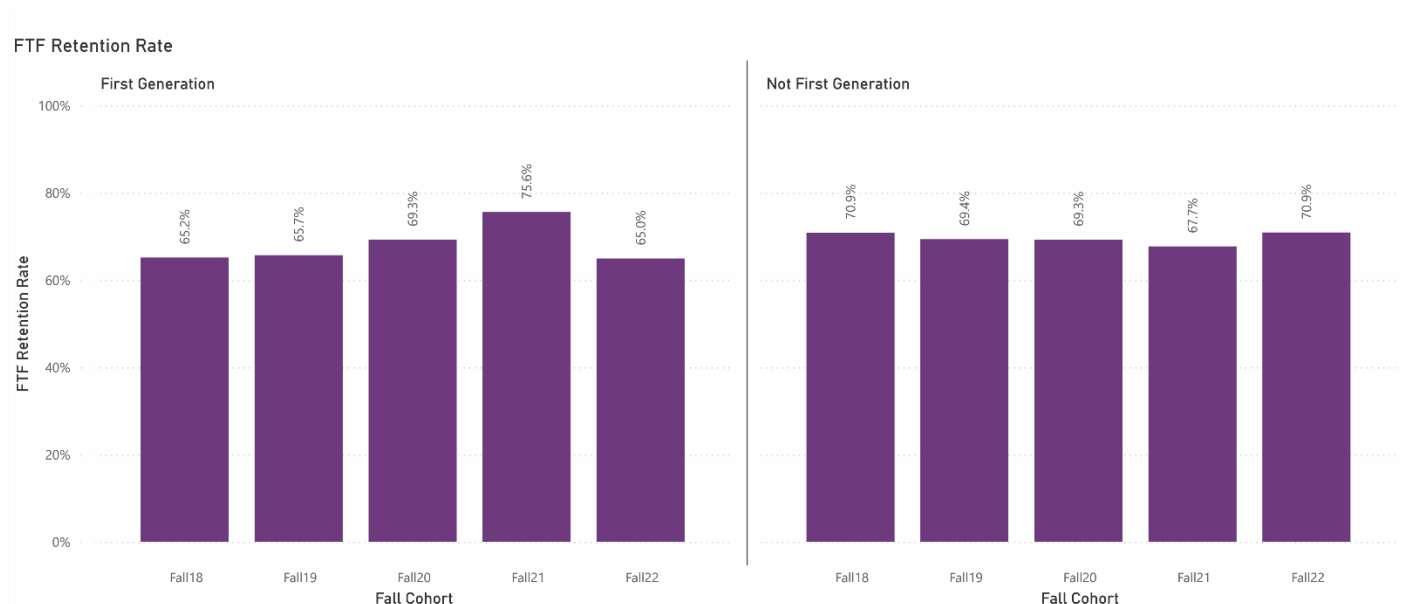
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Figure 13. Fall-to-Fall Retention of Full-Time, First-Time Degree/Cert. Seeking Cohorts by Gender and Race/Ethnicity
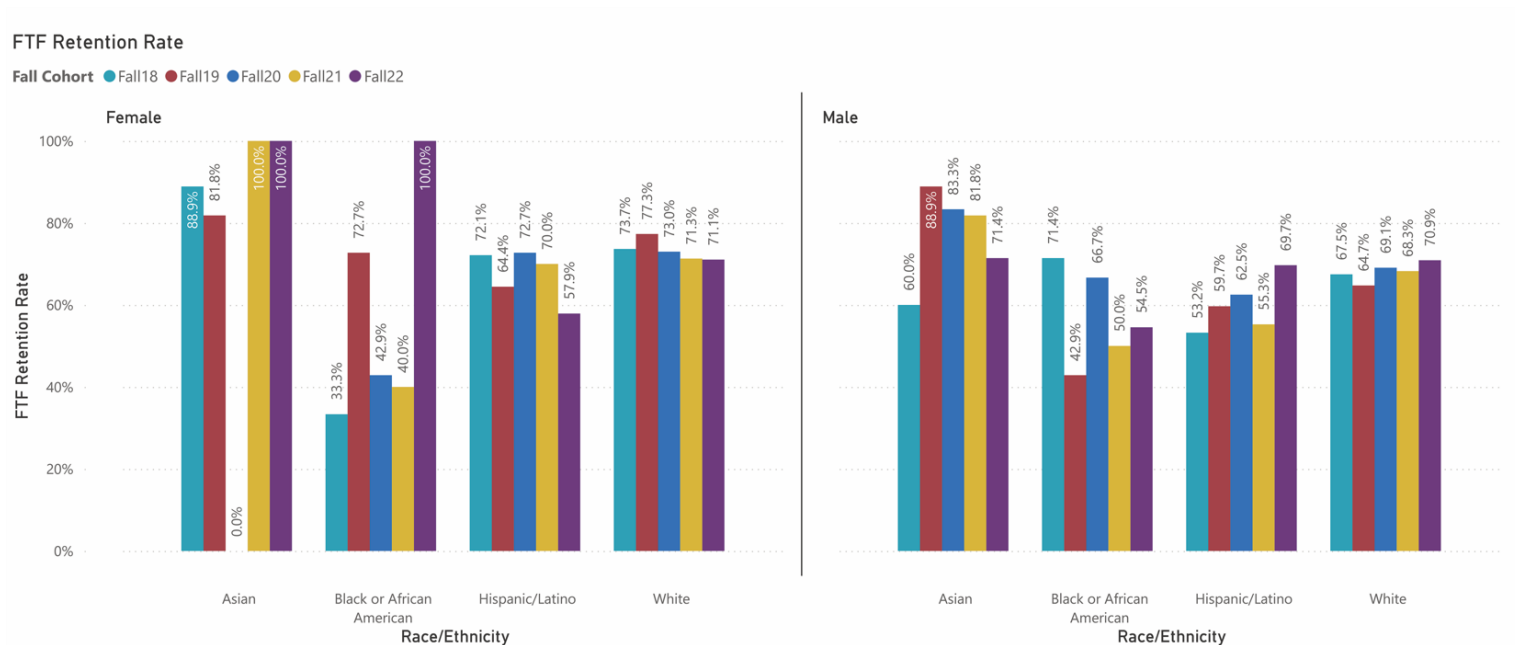
Definition: Number of students returning to the College from fall-to-fall plus those who graduated during the intervening year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

Source: ICCB Centralized Data System

Figure 14. Fall-to-Fall Retention of First-Generation Students by Full-Time, First-Time Degree/Cert. Seeking Cohort

Definition: Number of students returning to the College from fall-to-fall plus those who graduated during the intervening year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

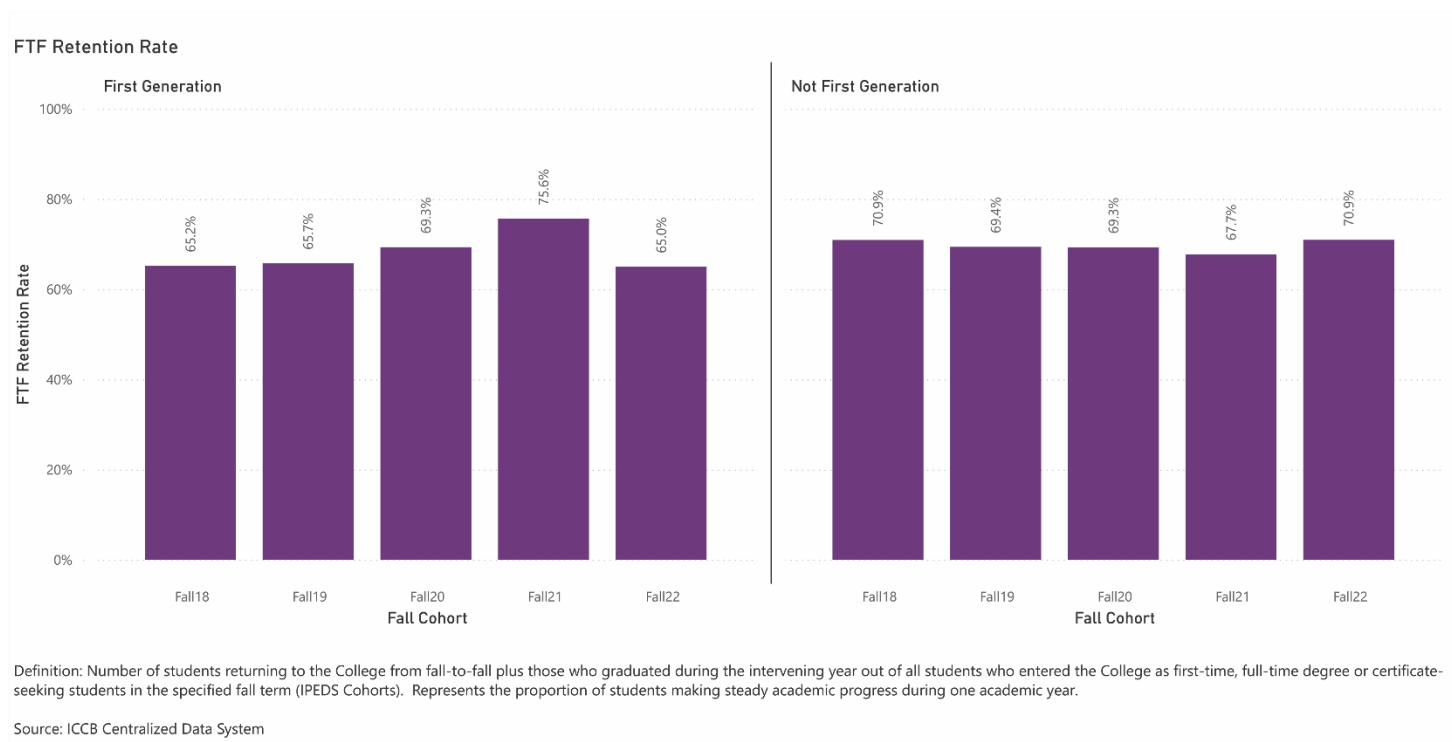Source: ICCB Centralized Data System

Figure 15. Fall-to-Fall Retention of Low-Income Students by Full-Time, First-Time Degree/Cert. Seeking Cohort
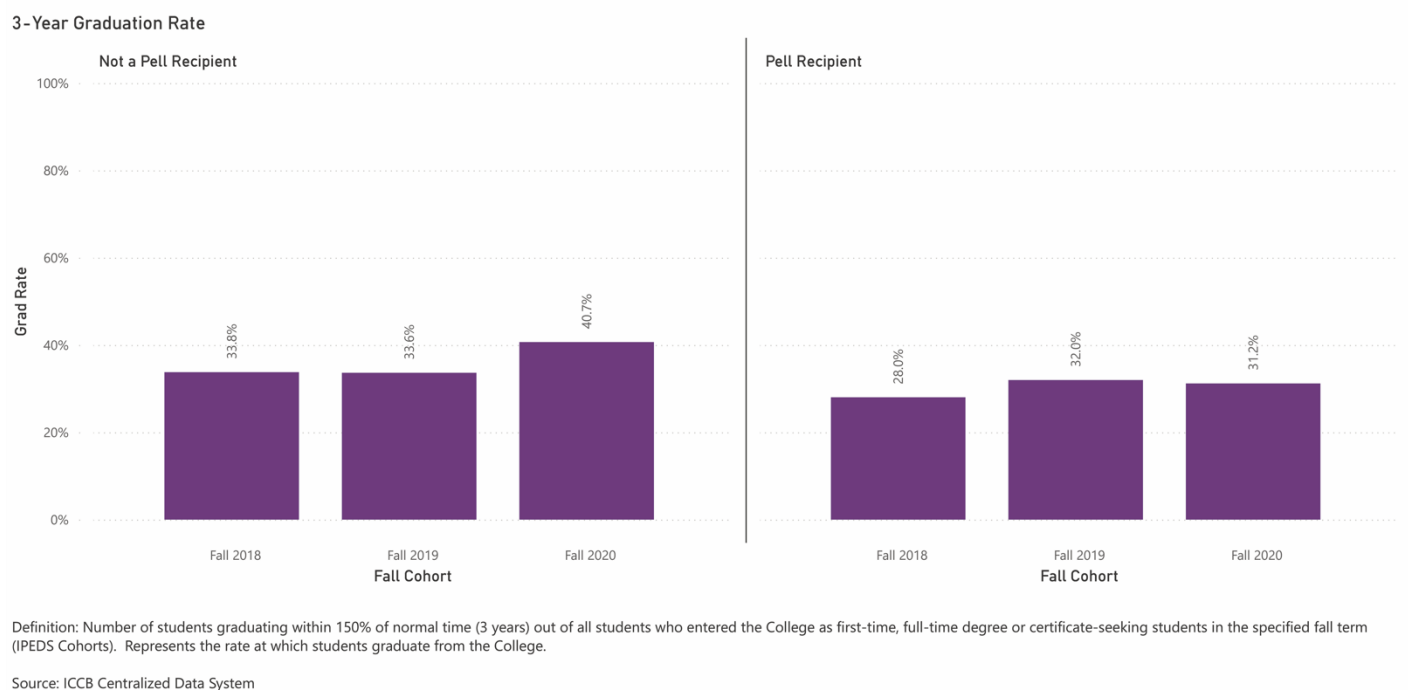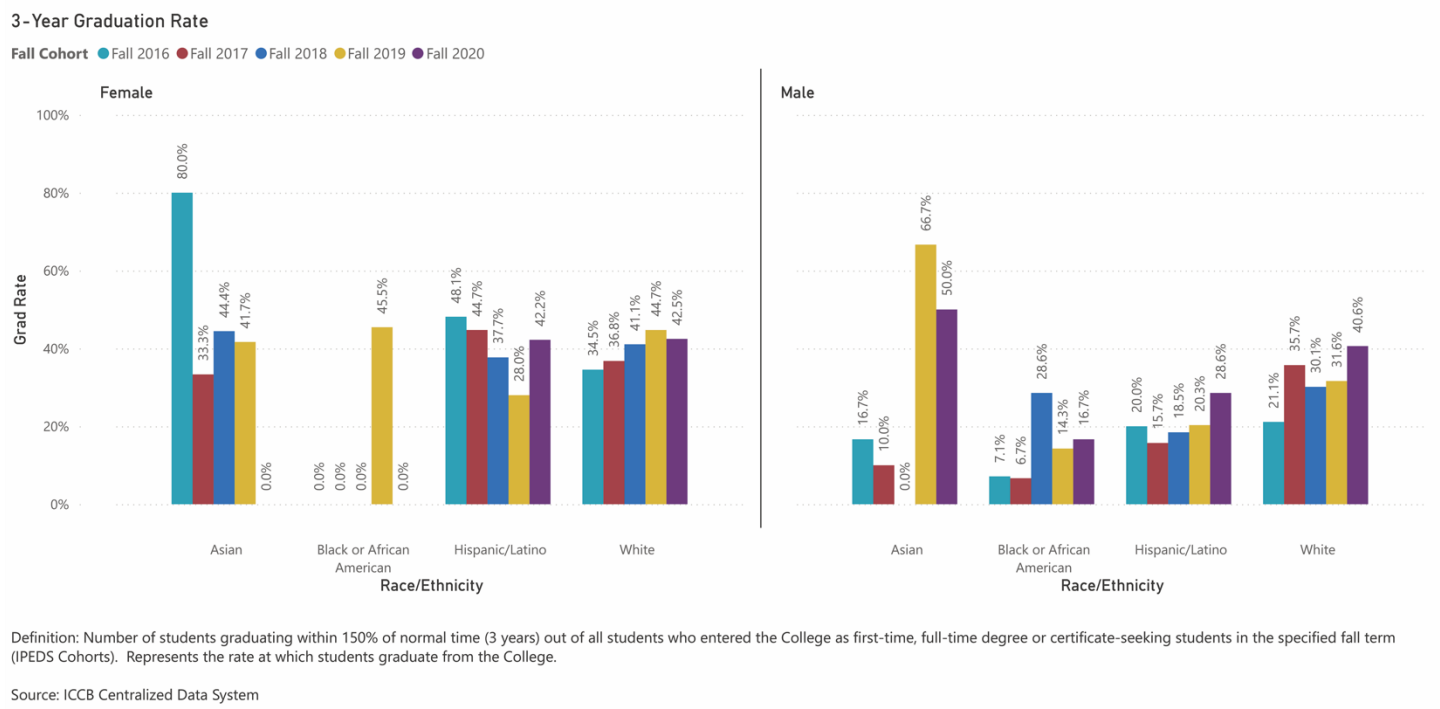

FTF Retention Rate

First Generation — Fall18: 65.2%, Fall19: 65.7%, Fall20: 69.3%, Fall21: 75.6%, Fall22: 65.0%

Not First Generation — Fall18: 70.9%, Fall19: 69.4%, Fall20: 69.3%, Fall21: 67.7%, Fall22: 70.9%

Definition: Number of students returning to the College from fall-to-fall plus those who graduated during the intervening year out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the proportion of students making steady academic progress during one academic year.

Source: ICCB Centralized Data System

Graduation Rate

Graduation rate is defined as the rate at which first-time, full-time degree/certificate-seeking students complete a degree or certificate within three years (150% of normal time) from their starting fall term.

MCC's review of its retention data found a gap for male Hispanic/Latine students. For example, 29% of male Hispanic/Latine students in the fall 2020 cohort (N=42) graduated within three years compared to 42% of Hispanic/Latine females (N=45), 43% of female white students (N=146) and 41% of male white students (N=165).

In addition to the gap for male Hispanic/Latine students, MCC also noted completion gaps among its low-income students, particularly in the most recent cohort.

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Figure 16. 3-Year Graduation Rate of Full-Time, First-Time Degree/Cert. Seeking Cohorts by Gender and Race/Ethnicity

3-Year Graduation Rate

Fall Cohort ● Fall 2016 ● Fall 2017 ● Fall 2018 ● Fall 2019 ● Fall 2020

Definition: Number of students graduating within 150% of normal time (3 years) out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the rate at which students graduate from the College.

Source: ICCB Centralized Data System

3-Year Graduation Rate

Definition: Number of students graduating within 150% of normal time (3 years) out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the rate at which students graduate from the College.

Source: ICCB Centralized Data System

Figure 17. 3-Year Graduation Rate of First-Generation Students by Full-Time, First-Time Degree/Cert. Seeking Cohort

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Advancement Rate

Advancement rate is defined as the rate at which first-time, full-time degree/certificate-seeking students complete a degree or certificate, transfer to other higher education institutions, or were still enrolled within three years (150% of normal time) from their starting fall term.
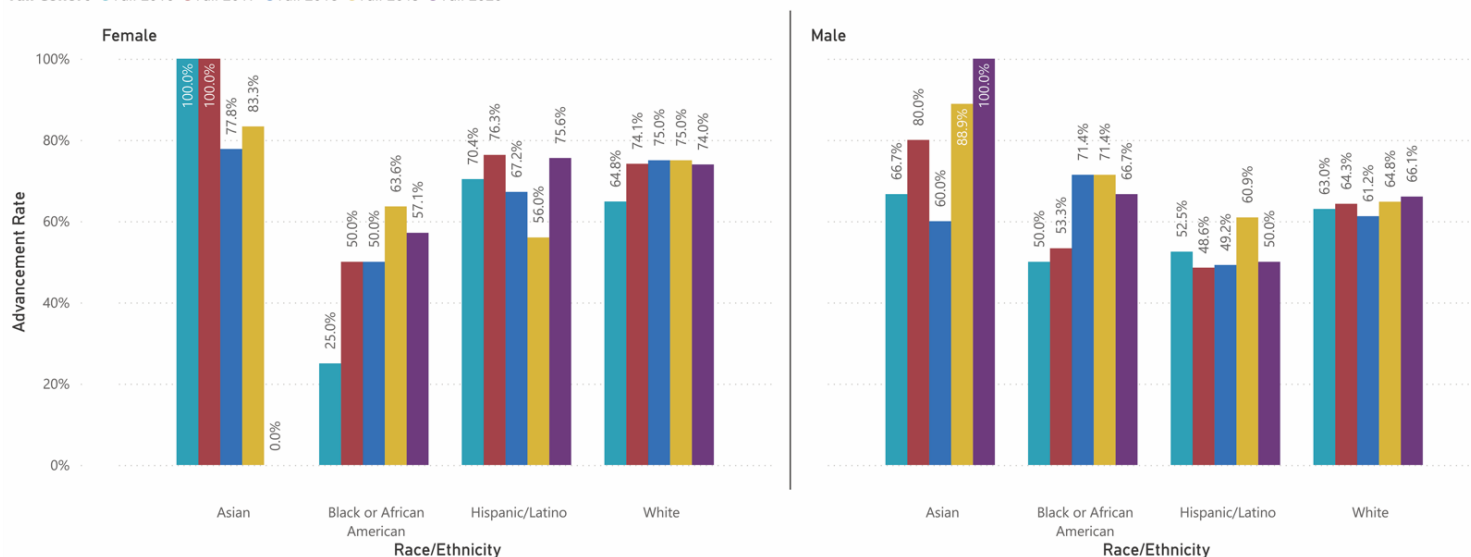
MCC's review of its retention data found a gap for male Hispanic/Latine students. For example, 48% of male Hispanic/Latine students in the fall 2020 cohort (N=42) graduated within three years compared to 75% of Hispanic/Latine females (N=45), 73% of female white students (N=146) and 67% of male white students (N=165).

In addition to the gap for male Hispanic/Latine students noted above, MCC also noted advancement gaps among its low-income students.

Figure 18. 3-Year Advancement Rate of Full-Time, First-Time Degree/Cert. Seeking Cohorts by Gender and Race/Ethnicity
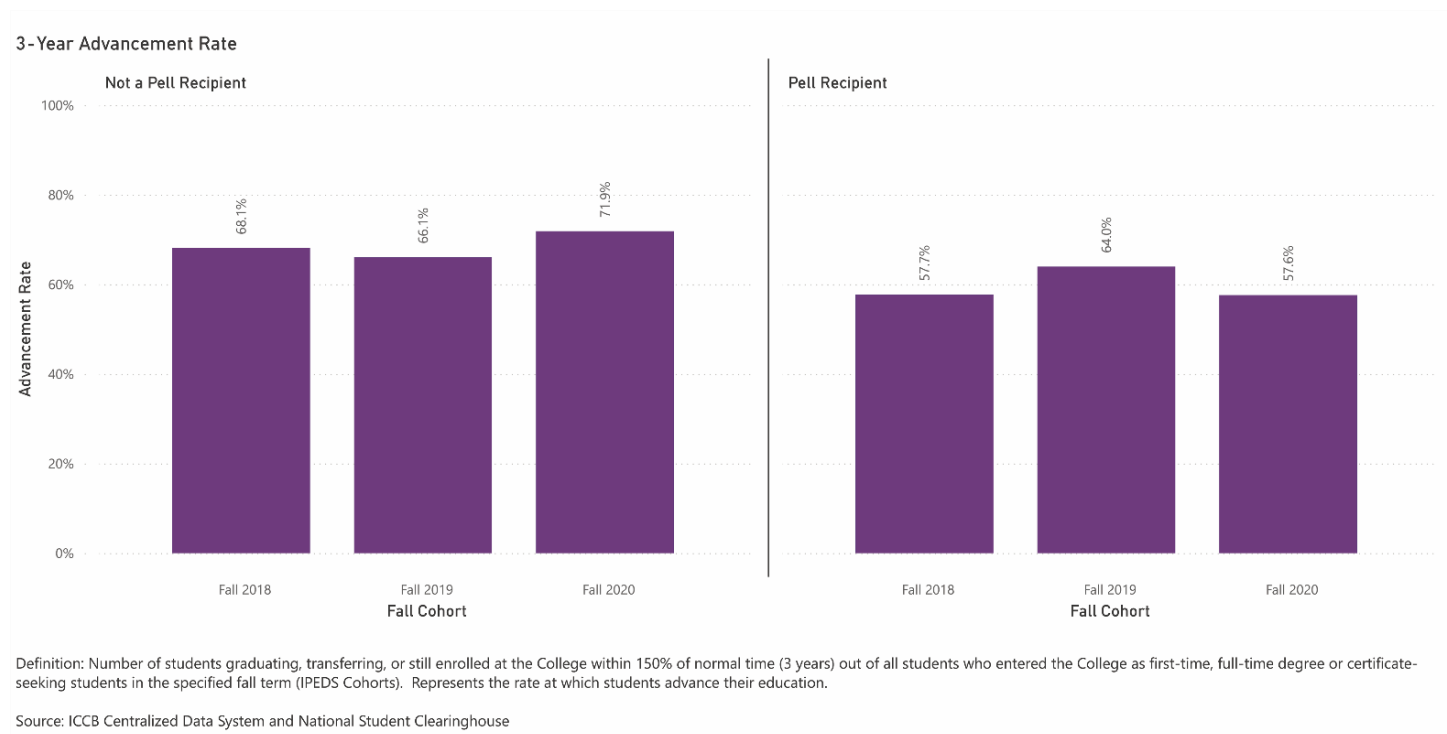

Definition: Number of students graduating, transferring, or still enrolled at the College within 150% of normal time (3 years) out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the rate at which students advance their education.

Source: ICCB Centralized Data System and National Student Clearinghouse

Figure 19. 3-Year Graduation Rate of Low-Income Students by Full-Time, First-Time Degree/Cert. Seeking Cohort

3-Year Advancement Rate

Definition: Number of students graduating, transferring, or still enrolled at the College within 150% of normal time (3 years) out of all students who entered the College as first-time, full-time degree or certificate-seeking students in the specified fall term (IPEDS Cohorts). Represents the rate at which students advance their education.

Source: ICCB Centralized Data System and National Student Clearinghouse

Credentials Awarded

MCC reviewed data on the number and type of credentials awarded between fiscal year 2019 and fiscal year 2023 by gender and race/ethnicity to identify differences in student outcomes. Through this analysis, the College found that its female Hispanic/Latine students tend to complete more certificates than degrees. In FY23, 42% (111 out of 267) of the credentials awarded to female Hispanic/Latine students were degrees and 58% were certificates.

This finding was particularly interesting in the context of female Hispanic/Latine students' lower retention and persistence rates but similar graduation rates compared to their peers (note: completions are not factored into formulas for determining retention and persistence). It seems that female Hispanic/Latine students are completing short-term degrees/certificates that require fewer than 24 or 30 credit hours and less than 1 year to complete.

Student Loan Repayment Rates

MCC reviewed student loan record data from the Department of Education procured through the College's Financial Aid Office to identify any gaps in student loan default rates. The College found that there were no notable findings regarding student loan repayment/default rates. MCC's 3-year cohort default rate for the 2020 cohort was 0%. Data

for more recent cohorts (2021-2023) currently show that all students are in good standing (not in default) with their loans by either being deferred, in repayment, cancelled, or otherwise being managed. Given these findings, data were not analyzed further by student demographics.

B. Additional Relevant Institution-Specific Data

Graduate Outcomes

MCC analyzed data from its annual follow-up survey of recent graduates to determine whether there are gaps in employment rates based on graduate race/ethnicity. Through this analysis, the College found that graduates from racial/ethnic minority groups are more likely to be employed but less likely to be employed in a related field after one year than their White peers. Among Spring 2022 graduates, 75% of racial/ethnic minority students were employed within one year with 47% employed in a related industry compared to 71% of white graduates who were employed and 54% who were employed in a related industry.

In addition, MCC compared the percentage of graduates who were pursuing continued education one year after graduating from the College and found that 11% of racial/ethnic minority graduates reported continuing their education at a four-year institution compared to 31% of white students.

Student Engagement and Satisfaction

MCC analyzed data from its regular institutional surveys to determine whether there are notable gaps in students' self-reported engagement and satisfaction. Overall, MCC found that Black/African American and Hispanic/Latine students reported higher levels of engagement than their White peers. White students scored lower (44.4) on the Community College Survey of Student Engagement benchmark item for Student Effort than Black (57.6) and Latine (45.5) students. Latine students scored higher in Student-Faculty interaction (49) compared to White students (44.5) and reported using advising and career counseling more often than their peers.

In terms of satisfaction, Latine students consistently report higher satisfaction levels than their peers. Satisfaction is more varied among Black students, however. On the CCSSE, Black and Latine students rated their overall educational experience higher (3.33 and 3.30, respectively) than their White peers (3.20). On the Noel Levitz Student Satisfaction Inventory, however, Black students reported lower satisfaction in many cases though the small number of Black respondents makes these results difficult to interpret. On the Noel Levitz survey, Latine students reported higher satisfaction rates across all scale categories compared to White students and 65% of Latine students indicated they would "definitely" enroll at MCC if they "had to do it over again".

These findings are presented in greater detail under section IV.C of this report.

Basic Needs

In assessing data from its inaugural administration of the Hope Center Student Basic Needs Survey from Fall 2023, MCC found that students from racial/ethnic minority groups self-reported greater food and housing insecurity than White students. 59% of Latine respondents (n=140) and 67% of Black respondents (n=15) reported basic needs insecurity compared to 46% of White respondents (n=361). These findings are presented in greater detail under section IV.C of this report.

C. Notable Equity Gaps and Student Success Narratives

The Equity team identified seven notable gaps across underrepresented, minoritized, or marginalized student groups as described in the Equity Plan framework. The data were synthesized to reveal two distinct student success narratives, representing a unique intersectionality profile for the College's Latine and Black/African American students, respectively, which will be discussed later.

Notable Gaps

Latina Student Outcomes	Latina students completed more short-term certificates, which resulted in fewer Latina students meeting credit hour thresholds (24+ and 30+), though their 3-year graduation rates are comparable to their White female peers.

Credit accumulation and fall-to-fall retention rates have declined for Latina students from the Fall 2020 to Fall 2022 cohorts. This will be furtherexplored and evaluated, as it could indicate future completion/advancement gaps.

Latino Student Outcomes	Latino students have lower persistence (credit hour accumulation), retention (fall to fall), 3-year graduation, and advancement (graduate, transfer, still enrolled) rates than their peers.

Latino student retention has increased since the Fall 2020 cohort, though credit accumulation gaps did not change during that time.

Black Student Outcomes	Black/African American students have lower success rates (persistence, retention, completion, advancement) than their peers, though success data for this group is difficult to analyze due to small numbers of students in cohorts. Fewer than twenty students were included in the data from Fall 2018-Fall 2023.

First-Generation Student Outcomes	The population of first-generation students in the cohort increased from Fall 2020 to Fall 2022, but persistence (credit accumulation) and retention (fall to fall) rates declined for this group of students while they have stayed the same or increased for students who are not first-generation.

These gaps may be early indicators of future completion/advancement gaps for first-generation students in the fall 2022 cohort.
Larger proportions of Latine and Black/African American students in the fall 2022 cohort are first-generation students compared to the fall 2020 cohort.

Low-Income Student Outcomes	Low-income students (Pell recipients) persist (reach credit accumulation milestones), are retained (fall to fall), graduate, and advance at lower rates than their peers.

Credit hour accumulation rates for low-income students declined from the fall 2020 to fall 2022 cohort, though retention rates (fall to fall) remained the same.
The proportion of low-income students in the cohort increased from fall 2020 to fall 2022.
Larger proportions of Latine and Black/African American students are low-income (Pell recipients).

Student Engagement and Satisfaction	Latine and Black students report higher engagement levels and Latine students report greater satisfaction than their White peers on institutional surveys.

Student Basic Needs	Latine and Black students reported higher unmet basic needs including food, housing, and homelessness than their White peers.

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Latine Student Success Narrative

Our Latine student demographic reflects a complex intersectionality profile of marginalized identities and experiences that may have impacted their academic success rates. For example, many of our Latine students are first-generation, low-income, and complete certificate programs at a greater rate than their counterparts. These students hold marginalized, minoritized, and excluded identities that have historically created more barriers and obstacles to opportunities and resources than their peers.

MCC's Latine demographic represents nearly 26% of the overall student population, which is higher than the County population (16% in 2024). As the county's demographic changes, this population is projected to increase and grow over the next several years. Therefore, MCC will prioritize and focus our attention on the growing Latine student population to ensure that we are prepared to serve the needs of these students effectively.

Black/African American Student Success Narrative

The second trend was among our Black/African American student demographic. Notably, fewer than 20 Black/African American students were included in the data for the Fall 2018 to Fall 2023 cohorts, with the Fall 2023 cohort having only 10 Black/African American students. Therefore, less data was available to analyze and inform actionable decisions. However, we recognize that, like our Latine student population, this group reflects a complex intersectionality profile, and their student success rates fall below some of their peers. For example, this group of students is more likely to complete certificate programs, are low-income, and are first-generation.

MCC is committed to collecting more actionable data to analyze and inform student success outcomes for this group. Notably, the Black/African American student demographic (2.2%) reflects the county population (2.1% in 2024) and is expected to remain steady over the next few years. While we do not anticipate this student demographic to increase, we are committed to ensuring this group's student success rates increase and comparable to their peers.

In conclusion, these two groups of racially minoritized students are experiencing similar student success rates. Therefore, the strategies and efforts to address the equity gaps identified for these students will require further examination and development. For this plan, the College identified specific strategies and activities outlined in Section V that will also highlight the College's continual effort to provide opportunities, resources, and services in the classroom and beyond for these student groups and all students.

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D. Potential Barriers: Questions to Guide Further Analysis and Exploration

The Equity Plan Team is committed to collecting, analyzing, and synthesizing more data to determine any barrier, policy, or practice that allows these gaps to persist. Additionally, we are implementing an equitable decision-making process based on the Equity Tank Model to address inequities.

A few relative assumptions can be made based on the data reviewed and emerging trends identified. More data is needed to confirm such assumptions. A process by which more data is collected to address the notable equity gaps will be part of the College's strategic plan. However, four key questions emerged after discussing the equity gaps and trends that will guide the next steps.

The questions below will examine and attempt to help the College understand the success rates for the two key student groups (Latine and Black/African American) throughout the next academic year and the degree to which the supports, services, and instruction, and interventions were effective and added value to their overall goals.

1. Latine and Black/African American students complete more certificates than degrees. When disaggregated further, a question was why our Latina students' persistence and retention rates are falling below their White counterparts, and is that an indication of future completion and graduation equity issues? Has this group of students been able to access resources and opportunities to pursue higher education, degrees, or certificates to increase their marketability? Was their goal to achieve a short-term certificate?

2. Why are our students who are Pell Grant recipients persisting and advancing at a lower rate, and how can they access more grants and scholarships to decrease their out-of-pocket costs and the potential for creating student loan debt? How can we better support these students' academic success if their financial needs are being met?

3. How can we enhance the practices, policies, and interventions that created the sense of satisfaction and engagement reported by many of the College's minoritized student groups?

4. How can we further determine what basic needs were unmet and effectively connect these students to available resources? How can we determine if there is a correlation between meeting their basic needs and their academic success and well-being?

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E. Programs, Efforts, and Changes: Equity Bridges

While MCC is currently engaged in several efforts to support equity, this plan will highlight four. Each effort is designed to "enhance opportunities and accessibility to educational resources and information and promote fair treatment for all" as defined by the College's equity definition.

Each is an inclusive effort and can potentially impact how students access assistance, resources, and interventions. These efforts can also impact how they engage in the classroom to achieve their academic success goals. Section V will highlight additional strategies, practices, and innovative activities to address notable equity gaps and the key questions above.

College Bridge Program

In 2022, MCC received a college bridge grant, leading to over 100 racially diverse students participating in the program during the first year. Initially launched as MCC and Me, the program has since been rebranded, revamped, and institutionalized We as Experience Re³al. This updated program operates under three guiding principles: embrace, engage, and empower. Through Experience Re³al, students participate in identity-based learning and programming, mentoring and coaching, and develop their inclusive leadership development and advocacy skills around social responsibility and social justice.

Additionally, they benefit from various social and cultural experiences within their local and national communities, enhancing their educational and personal growth. This program has become a bridge—a gateway for students with diverse identities and marginalized experiences to find a sense of belonging and access services and resources to ensure their success.

Scholarships and Grants

All MCC students are eligible to receive grants and scholarships through various College resources for tuition, books, fees, and other expenses to reduce out-of-pocket costs. For example, the D&B scholarship is provided to students who expressed significant need and might not otherwise be able to attend college without financial support. Additionally, students are awarded funds through the MCC Foundation. In the 2023-24 academic year, the foundation awarded over 800 scholarships. 25% of those scholarships were awarded to the College's Latine student population.

The College anticipates the percentage of Latine students receiving scholarships through the Foundation and other granting entities will grow as this particular student population continues to grow. Although these funds significantly help many students, affordability remains a priority as we explore further ways to support student success.

Ultimately, the College desires to continue the trend of students being awarded grants and scholarships to avoid student loan debt. As noted above, the data revealed that the 3-year cohort loan default rate for the 2020 cohort was 0%. By increasing the number of scholarships and grants students receive and examining the degree to which students are made aware of the various scholarships and grants offered by the College, we can more likely alleviate affordability as a barrier for many of our students.

This is one of the proactive equity measures the College can take to support students' successes in the classroom and enhance or improve their marketability and employability upon graduation, continuing education goals, or potentially aid in closing the wealth gap by mitigating the potential of these students to incur student loan debt.

Recruitment and Advising

The College is implementing Navigate 360, a new system that enhances student advising and coaching. It will allow staff to identify and support students facing academic, financial, and other challenges. Assigned advising is a process designed to help students find community, build relationships, and navigate campus resources successfully. In addition, recruitment and student service presentations are offered in Spanish. Prospective students can access information via our website in several languages.

Additionally, staff engage in community outreach with local high schools, municipalities, businesses, and organizations to recruit students of all ages and backgrounds. For instance, high school students are invited to the Amplify Conference, an identity-based recruitment event reflecting MCC's efforts to create a pipeline for high schools in our local community.

 The College has also participated in or served as a sponsor for various community events such as the Mexican Independence Day, Juneteenth, and the Woodstock Pride activities. Participating in these activities serves as a recruitment activity and, more importantly, promotes the College's message of belonging for all. While we believe these services impact students' success, we will more intentionally collect data to determine the degree to which these interventions, practices, and processes affect equity gaps.

Inclusive Curriculum Design and Faculty Development

Over the summer, faculty members will have the opportunity to participate in a pilot project. The primary purpose of this pilot project is to examine the impact of inclusive curriculum design resources and strategies on the course syllabus, classroom environment, pedagogy, and assessment methods. Faculty members will participate in four scheduled sessions over a one-week period. They will also be expected to complete daily assignments and participate in a focus group at the end of the fall semester to share their insights, which will guide future activities and the project's expansion to more faculty members.

This project will be offered to cohorts of faculty in perpetuity. Additionally, faculty members have engaged in book studies on belonging and connection. Approximately 60 faculty

members participated in an Effective Teaching Practice program. Five learning modules (18 hours) were dedicated to diversity, equity, belonging, and inclusion in the classroom. This and similar efforts will be scaled to include more faculty members.

IV: ASSESS CLIMATE (CAMPUS CLIMATE SURVEYS)

A. Methods and Approaches Used to Assess Climate and Culture

MCC regularly administers several nationally recognized surveys to assess student engagement, satisfaction, campus climate and culture.

MCC also regularly administers in-house assessments and surveys to gather more information about students' experiences post-completion. For example, the College administers the Graduate Follow-Up survey for recent graduates one year after completion. The college also administers course/instructor feedback surveys at the end of each course, such as the Sexual Misconduct Campus Climate survey per federal regulations. The College will continue to do so annually. Most recently, MCC conducted a focus group/listening session with area employers as part of the Perkins Comprehensive Local Needs Assessment (CLNA) process.

Faculty and Staff are invited to complete the Personnel Assessment of the College Environment (PACE) survey. The College uses information gathered through these surveys to identify strengths and areas for improvement compared to identified peer groups. These surveys collect demographic data so results can be disaggregated to identify gaps in student experiences and faculty perceptions and satisfaction.

B. How Assessments are Administered, Completed, and Analyzed

The College administers regular climate assessments and institutional surveys to gather information and feedback from students, graduates, employees, and community partners. Each survey is administered on its own timeline, in its own format, and for its own purpose, as detailed in the table below.

Assessment	Frequency	Most Recent Administration	Format	Audience	Purpose
Ruffalo Noel Levitz Student Satisfaction Inventory	Biennially; even years	Spring 2024	Online	Random sample of MCC core credit students actively enrolled in the spring term (excludes dual credit/high school and Adult Ed)	This survey asks students to rate their satisfaction with various experiences at the College, such as campus life, safety and security, campus climate, and the College's services. Students are also asked to rate the importance of various college services.

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Community College Survey of Student Engagement	Biennially; odd years	Spring 2023	Online	Core credit students enrolled in sampled credit class sections (excludes dual credit/high school and Adult Ed)	This survey asks students to rate their level of engagement and satisfaction with various College services.
Center for Community College Student Engagement Race/Ethnicity Survey	TBD	Fall 2023 (inaugural administration)	Online	Core credit and Adult Education students enrolled in the fall term (excludes dual credit/high school students)	This survey assesses students' basic needs, including insecurity (food, housing, homelessness), additional needs such as technology, transportation, and mental health services, and their use of the college's support services and resources.
In-House Graduate Follow-Up Survey	Biannually; 9-12 months after winter and spring commencements	Spring 2024 (in progress)	Online and via call center	MCC graduates	This survey asks students about their employment status and activities after graduation from MCC and about their satisfaction with the College.
Sexual Misconduct Campus Climate Survey	Annual; Spring	Spring 2024 (inaugural administration)	Online	Core credit students enrolled in the spring term (excludes dual credit/high school and Adult Ed students)	This survey asks students about perceptions and experiences with various types of sexual misconduct including harassment and assault as well as about their confidence in the College's policies and practices and use of support services.
Personnel Assessment of the College Environment (PACE) Survey	Every 3 years	Spring 2024	Online	MCC faculty, staff, and administrators	This survey asks faculty and staff to provide feedback on the college's institutional culture and employee experience.
Comprehensive Local Needs Assessment	In alignment with Perkins requirements	Spring 2024	NA	MCC employer partners	Prior to the focus group, attendees received data on the local labor market, including racial/ethnic and gender gaps in the local workforce. Attendees discussed ways the College

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				could prepare students for work in high-paying, high-demand, and high-skill jobs after graduation.
Course and Instructor Feedback Form	At the end of each semester	Spring 2024	Online	Students enrolled in credit courses in each term	This survey asks students to provide feedback about their experience in each course. MCC recently modified its end-of-course feedback form and plans to use these forms in the future to gather aggregate findings related to students' classroom experiences. Several items were added to these surveys to assess experiences with diversity, equity, belonging, and inclusion. The new version of this survey will be administered starting in Fall 2024. The College will begin analyzing data from these surveys starting in Spring 2025 and beyond.

Results from MCC's regular climate assessments and institutional surveys are processed in the Office of Institutional Research (OIR) before being delivered to the College's Extended Cabinet for review and discussion. After the Cabinet's review and discussion of key findings, results are circulated from the College's VPs to administrators and staff in their respective areas, and follow-up meetings are held with OIR to drill into the data more deeply to address thoughts, questions, and needs in each area. Departments and divisions develop action items and initiatives to address key findings from the surveys.

C. Summarize the key findings of the campus climate assessment that will inform your Equity Plan and Practices.

Noel Levitz

In Spring 2022, MCC's most recent administration of the Noel Levitz Student Satisfaction Survey, the College yielded a 20% response rate (n=564 respondents). An analysis of the data from this administration revealed the following notable gaps between the responses of

White, Black, and Latine students (note: due to the low number of Black respondents (*n*=14), results related to Black students should be interpreted cautiously).

- Hispanic students reported higher satisfaction rates across all scale categories compared to White students.

- Black/African American Students reported lower satisfaction rates with all scale categories except Academic Advising Effectiveness and Admissions/Financial Aid Effectiveness.

- 74% of Black/African American students were satisfied that "students are made to feel welcome here" compared to 92% of White students.

- Overall satisfaction with MCC is nearly identical for Hispanic (90%) and White (89%) students but slightly lower for Black/African American students (83%).

- 37% of Hispanic students and 33% of Black/African American students report that their experience at MCC was "much better than expected" compared to 27% of White students.
- 65% of Hispanic students and 58% of White students said they would "definitely" enroll at MCC again if they "had it to do over again" compared to 50% of Black/African American students

CCSSE

In Spring 2023, MCC's most recent administration of the Community College Survey of Student Engagement, the College yielded a 69% response rate (*n*=790 respondents). An analysis of the data from this administration revealed notable gaps between the responses of White, Black, and Latine students. Most notably, Latine and Black students reported higher engagement and satisfaction levels than White students. A comparison of responses to key CCSSE items by racial/ethnic group is provided below:

CCSSE Survey Notable Responses

CCSSE Item	White	Black[1/]	Latine
Student Effort Benchmark	43.4	57.6	45.5
Student-Faculty Interaction Benchmark	44.5	39.7	49
Support for Learners Benchmark	47.4	55.6	48.1
Overall Educational Experience	3.19	3.33	3.30

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Would recommend MCC to a friend or family member	94%	100%	98.3%

1/ Findings related to Black students should be interpreted with caution due to low number of respondents (n<20).

CCCSE Race/Ethnicity

In Fall 2023, MCC's first administration of the Race/Ethnicity survey, the College yielded a 2.4% response rate (*n*=119 respondents). While the College reviewed data from this survey to gather insights for this plan, the low response rate reduces the College's confidence in the validity and reliability of the survey results.

The College acknowledges the importance of data from this survey. It will work to promote the survey more effectively in the future to solicit a higher and more representative response from its student population. While 35% of survey respondents (*n*=39) were members of historically marginalized racial/ethnic groups, nearly all (*n*=23) self-reported as Hispanic and only one respondent self-reported as Black (four self-reported as Asian, one as Other, and ten as two or more races).

HOPE Center Student Basic Needs Survey

In Fall 2023, MCC's first administration of the HOPE Center Student Basic Needs Survey, the College yielded a 16% response rate (*n*=697 respondents). An analysis of this survey found that Latine students reported higher unmet basic need compared to White students. Black students also reported high unmet basic needs but due to the low number of respondents (*n*=15) the results for this group should be interpreted cautiously.

- 56% of Latine respondents (*n*=140) reported having some degree of food insecurity (19% marginal, 19% low,19% very low) compared to 43% of White respondents (*n*=361).

- 49% of Latine respondents (*n*=140) reported having housing insecurity compared to 35% of White respondents (*n*=361).

- 59% of Latine respondents (*n*=140) and 67% of Black respondents (*n*=15) reported any basic needs insecurity (food, housing, homelessness) compared to 46% of White respondents (*n*=361).

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PACE Survey

In Spring 2021, MCC's most recent administration of the Personnel Assessment of the College Environment for which we currently have data, MCC yielded a 61% response rate (*n*=386). The following notable findings relate to MCC employees' perceptions of diversity, equity, belonging, and inclusion:

- 70% of respondents were satisfied with "the extent to which my institution has a strong commitment to promoting racial/ethnic harmony".

- 80% of respondents were satisfied with "the extent to which my institution is accepting of people of different racial/ethnic backgrounds".

- 53% of respondents were satisfied with "the extent to which people of different racial/ethnic backgrounds are well-represented among faculty".

- 38% of respondents were satisfied with "the extent to which people of different racial/ethnic backgrounds are well-represented among senior administrators".

- 56% of respondents were satisfied with "the extent to which a racially/ethnically inclusive institution is crated through my institution's practices."

- 61% of respondents were satisfied with "the extent to which faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds.54% of respondents were satisfied with "the extent to which students from diverse racial/ethnic backgrounds believe that institutional policies incorporate their perspectives."

- 68% of respondents were satisfied with "the extent to which my institution advances the educational persistence of students from diverse racial/ethnic backgrounds."

- 72% of respondents were satisfied with "the extent to which students from diverse racial/ethnic backgrounds are satisfied with their educational experience at my institution."

Graduate Follow Up Survey

On MCC's Spring 2023 administration of its Graduate Follow-Up Survey of Spring 2022 graduates, the College yielded a 42% response rate (*n*=507 respondents). An analysis of this survey resulted in the following notable findings:

- 75% of racial/ethnic minority graduates were employed within a year of graduating (compared to 71% of White graduates).

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- 47% of racial/ethnic minority graduates were employed in an industry related to their MCC program/credential within a year of graduating (compared to 54%) of White graduates).

- 11% of racial/minority graduates reported pursuing further education after graduating (compared to 31% of White graduates).

V: POLICIES, STRATEGIES, SERVICES, AND PRACTICES

As mentioned in Section III, MCC has identified two student populations to prioritize for this equity plan. The strategies, efforts, and activities to close the equity gap for these groups are outlined in the chart below, along with an implementation timeline, actions, and desired outcomes. The strategies presented in the table below are based on the three guiding questions posed in Section III. For reference, those questions appear in the box below.

1. Why are our Latina students' persistence and retention rates falling below their White counterparts, and is that an indication of future completion and graduation equity issues? Has this group of students been able to access resources and opportunities to pursue higher education, degrees, or certificates to increase their marketability? Was their goal to achieve a short-term certificate?

2. Why are our students who are Pell Grant recipients persisting and advancing at a lower rate, and how can they access more grants and scholarships to decrease their out-of-pocket costs and the potential for creating student loan debt? How can we better support these students' academic success if their financial needs are being met?

3. How can we enhance the practices, policies, and interventions that created the sense of satisfaction and engagement reported by many of the College's minoritized student groups?

4. How can we further determine what basic needs were unmet and effectively connect these students to available resources? How can we determine if there is a correlation between meeting their basic needs and their academic success and well-being?

Strategies, Timeline, and Outcomes Approach			
Strategy	**Actions Implementation**	**Implementation Timeline**	**Desired Outcomes and Benchmarks**
Explore implementation practices and actions to enhance the student	-Further explore and examine the persistence and retention rates among Latine students,	In progress	-Increase Latine students and other underrepresented student success rates.

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success outcomes for Latine students and other underrepresented student groups by proxy.	particularly Latina students' completion rates. -Seek consultation from HSI/HSCC experts to apply best practices and recommendations that may affect equity gaps among Latine students.		- Apply HSI practices, initiatives, and considerations as appropriate for the growing Latine student population.
Alleviate or mitigate affordability as a barrier by increasing access to information about scholarships, grants, and other financial resources.	-Track students' awareness of scholarships, grants, loans, and other non-repayment financial resources. -Continue tracking the number of scholarships, grants, and loans for key target student groups. -Assess and disaggregate retention and persistence success rates for emerging patterns and trends for the target student groups. -Track the number of students who access and engage with student assistance programs specifically for special populations, including unhoused, veterans, and undocumented students. Determine how these services support student success rates.	Fall 2024-Spring 2025	-Increase the number of students applying for and receiving scholarships, grants, and other non-repayment aid. -Determine if this level of support correlates to their overall academic success and well-being.
Maintain the satisfaction and engagement rates for key student groups.	-Build upon the current centralized data management process to assess what specifically contributes to reported satisfaction and engagement rates of students. -Create a plan to replicate and enhance the efforts that are working.	Fall 2024-Spring 2025	-Create a culture of belonging and inclusion for all students, paying close attention to key student groups' satisfaction and engagement rates for any change.

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Create additional data collection metrics for key student groups and special populations.	-Develop data-sharing agreements with local high schools to track students entering college and the workforce upon graduation. -Create strategies to attract and recruit students from special populations and disaggregate success rates for trends for these groups of students.	Fall 2024/Spring 2025	-Identification of prospective special student populations for CTE programs. -Enhance and build upon the relationships with local middle and high schools to recruit underrepresented students. Track for comparison and change.
Determine what basic needs remain unmet that may prohibit academic success and wellness for key student groups.	-Utilize existing institutional data to specifically identify students' unmet basic needs. -Track students' use of and engagement with various campus resources. This would include tutoring, ADS, and student assistance. -Assess student's success rates and their satisfaction with the support services.	Fall 2024/Spring 2025	-Mitigate academic success challenges, barriers, or obstacles. -Provide assistance and resources to manage and maintain optimal wellness.
Embed inclusive curriculum practices, interventions, and innovations into the course experience.	-Determine the degree to which faculty implemented inclusive curriculum design practices and principles by disaggregated student course experience data. -Expand the inclusive curriculum design pilot to include more faculty and assess the degree to which the pilot successfully met the desired goals.	In Progress	- Co-create a welcoming and inclusive learning environment that focuses on equity in resources, information, accessibility, and opportunities.

D. Describe the approach to the development of this plan.

The Equity Plan was developed with input and insight from faculty, staff, and students. Data were collected through various forms, including surveys and focus groups. The College's Institutional Research Department (IR) then organized the data. An initial review was conducted with IR and the Office of Diversity, Equity, Belonging, and Inclusion (DEBI).

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All data were presented to the Equity Plan team for further analysis to determine and discuss equity gaps across all student demographics. Notable equity gaps were identified. The gaps were synthesized and two prominent student success narratives emerged. These narratives became the basis for this equity plan and the focus of the abovementioned strategies and activities.

E. Integration with Other Institutional Plans

In summer and fall 2024, MCC is beginning the process of updating its Strategic Plan for 2025-2029. The initiatives under this 2024 Equity Plan will support MCC's current Goal 8: Develop effective strategies in all our interactions with students and each other that welcome and value our diversity.

The data gathered and lessons learned through the implementation of this Equity Plan will inform goal updates and strategies that will be incorporated into the upcoming strategic plan.

Additionally, the College will begin developing its Strategic Enrollment Management Plan (SEM) in the Fall 2024. The goal is to align the strategies presented in the table above with those in the Strategic Enrollment Management Plan, where appropriate. Finally, as the College continues to assess and explore how best to serve our students, we anticipate the need to enhance our current efforts and develop new initiatives that support the mission of the College.

F. Sharing Feedback with the Campus Community and Other Partners

The College will continue collecting data to inform equitable decisions for our students' success through surveys, focus groups, listening sessions, and individual interviews with faculty, students, and staff. Information regarding this plan will be shared more broadly with campus partners, students, and other identified individuals and groups through our internal communication system. This would include email, campus newsletter, town halls, and other relevant meeting.

VI: Illinois Equity Plan-Business Enterprise Program

The following responses provide a comprehensive review of McHenry County College's efforts to comply with the BEP goals and the College's commitment to diversity, equity, and inclusion in the procurement process. Some of the information required will be provided in an attachment.

The procurement contact is Maricella Garza, mgarza@mchenry.edu, (815) 455-8708.

A. BEP Compliance Plans and Annual Expenditures

Please see the attached documents.

B. Doing Business with Minority, Women, and Persons with Disabilities; not BEP

The College engages in doing business with the above-mentioned firms, vendors, and businesses.

C.   Comprehensive Description of Outreach, Training, Technical Support, etc.

The College is committed to vendor diversification. McHenry County College participates in utilization of local business and businesses owned and controlled by minorities, women, persons with disabilities, and veterans through the contracting and subcontracting process where feasible. McHenry County College will continue to support and encourage diversity and inclusion.

Additionally, the College has pushed our retail online suppliers to identify BEP eligible suppliers and is now providing reporting noting 10% of our Online account spend is with eligible suppliers.

In terms of training, the college will support administrative and staff members in attending and participating in training, workshops, conferences, and seminars dealing with procurement through qualified minorities, veterans, females, and persons with disability-owned businesses in compliance with the Act. These efforts have included and will continue to include the following actions.

•   Run advertisements annually in print and digital media to encourage vendor registration and promote vendor diversity participation.

•   Attend virtual and in-person supplier diversity fairs (Booth Exhibitor), conferences and training, in addition to working with local universities and colleges to highlight and distribute BEP information.

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- Research diverse vendors listed on the Business Enterprise Program database when issuing bids/Requests for Proposal

- Research vendors for services and commodities and refer them for certification in the Business Enterprise Program database.

- Encourage contractors and subcontractors at pre-bid, pre-proposal, virtual, or in-person conferences and meetings to register with the Business Enterprise Program and emphasize these goals and importance to the State and McHenry County College.

- Encourage prime vendors to review the Business Enterprise Program database for potential diverse sub-contractors.

- Participate in the Illinois Community College System Procurement Consortium (ICCSPC) Steering Meeting to highlight diverse vendor participation and updated information.

- Develop improved language to include aspirational goals on bid/Request for Proposal specifications, advertisements, and forms.

- Maintain purchasing website to reflect our diversity initiatives and promote new vendor registration at McHenry County College and with the Business Enterprise Program, referencing links to the Business Enterprise Program website on the vendor application form and website.

- Cross-check and verify all new vendor requests against the Business Enterprise Program database and update the college's vendor database accordingly.

- Update the College's vendor application form to request them to submit a current letter of certification in addition to encouraging vendors to register and certify with the Business Enterprise Program

- Maintain and update all bid/Request for Proposal documents to request diverse supplier and subcontractor information.

- Participate and join any "Lunch and Learn" diversity workshops for 2023 with other community colleges to disseminate information on working with diverse vendors and businesses. This would include encouraging participation and inviting vendors and State agencies to attend.

Challenges in BEP procurement at MCC

McHenry County College was unable to achieve the aspirational goal of 30% outlined by the Business Enterprise Program "BEP" due to the extreme challenges presented by the focus on state projects, reduced new contract solicitation, and the departure of our facilities Manager due to external recruitment and the hiring of a new Facilities Manager.

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With college operations and student learning still largely remote, the College experienced a decrease in the need for on-campus supplies. Staffing retention issues have caused multiple challenges and created many barriers.

However, in reviewing the six main categories (includes "other services" BEP firms) of expense/service of the $919,699.82 that included the one main BEP company making up 94% of the spending and others making up 6%. The main category is Janitorial Services. The College has pushed our retail online suppliers to identify BEP-eligible suppliers and now reports that 10% of our online account spending is with eligible suppliers.

FINAL THOUGHTS

This process allowed The Equity Team to deeply analyze the services, instruction, interventions, and assistance provided to students. We assert that many of our historically under-resourced and underrepresented students—when given equitable access to opportunities and resources, will thrive on our campus and significantly impact their community. It is the commitment to these students and all students that dives faculty and staff to continue to make the necessary improvements to achieve the mission and vision of the college and help our students achieve their goals.

Finally, notable gaps were revealed in the data across student success dimensions. Therefore, we recognize the need to examine those gaps further to determine the most effective and valuable services and interventions MCC can offer students to mitigate those obstacles. We also acknowledge this equity plan and analysis process as an opportunity to ensure some of our most vulnerable students are successful and persist toward graduation. This plan will help guide some of those efforts and MCC's commitment to all students.

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